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ABSTRACT

The research design (called a Model for Educational Improvement), which was employed to compare the process of community educational change in Wisconsin, England, and Taiwan, is described. It was designed to demonstrate the means by which the following can be compared across cultures: Comparative influence on educational matters that are assigned by community leaders and parents to selected individuals or groups, and comparative extent of responsibility for educational improvement so assigned. The design presents a novel system for realistic field interviewing in a country where there is a language barrier for the researcher. Included in the design are descriptions of how preliminary plans are made for gaining school cooperation, methods of selecting samples of parents, and determination of the sample of community leaders. Results of the study, which proved the model's viability across cultures, are presented in summary form (tables and narrative). The summary includes information which demonstrates the greater influence in England and Taiwan of district administrators, principals or headmasters, teachers, and of both state (province) and federal officials as perceived by parents and community leaders. It also includes evidence from parents that in Wisconsin the influence of the school boards and parents is greater than in England and Taiwan. (Author/WL)

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COMPARATIVE STUDY ON THE PROCESS OF COMMUNITY CHANGE: WISCONSIN, ENGLAND, TAIWAN

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Comparative Study on the Process of Community Change:
Wisconsin, England, Taiwan

In 1969 Kreitlow and McNeil (1969) reported on the design of a Model for Educational Improvement that was developed through observations of community changes in education over a period of years. Detailed observations were made in three Wisconsin school systems over a two year period. Direct observation and tape recordings of change-agent teams were made. A number of change models were examined in relation to the data gathered. One product of this investigation was the Model for Educational Improvement. This Model was suggested by the data and in combination with well-known elements of the change process formed a new configuration. The concepts of external and internal inputs, supply of and demand for change, the adoption process and the relation of the adoption process to community social systems were drawn from the works of social scientists and became part of the Model.

A later report by Kreitlow (1972) described a field test of the Model in the school systems of eight communities. It was possible to use the Model as a guide to instrument development for and observation of the change process in communities classified by leaders as having innovative or non-innovative school systems.

Figure 1 demonstrates the key ingredients of the Model and the potential flow of innovative input from either within the system or from outside the system to the Improvement Module and then to a selected stage (level) of the adoption process. (Kreitlow and McNeil 1970)

It was the purpose of the study reported here to: 1) test whether or not the Model as developed in Wisconsin is workable and useful in the examination of the school improvement process in cultures other than Wisconsin.

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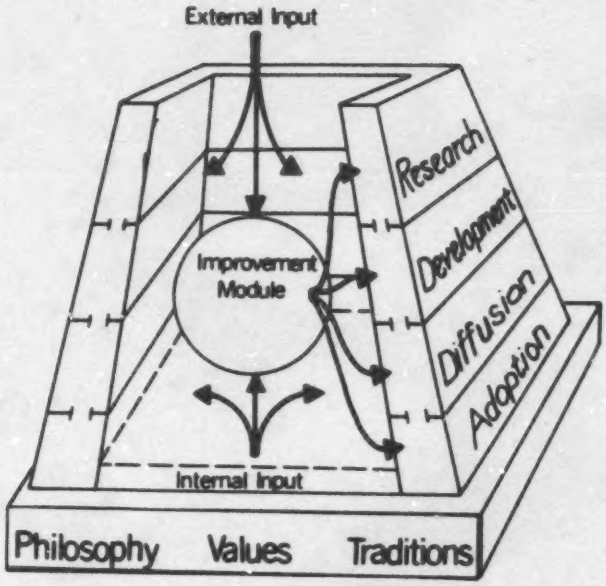

Figure 1. The Model for Educational Improvement

Methodology

Context of the Study

The process by which community institutions change may or may not vary among countries with diverse social and political structures. These institutions (education, government, religion, etc.) may respond to a variety of innovative inputs in different ways or the response pattern could be quite similar.

It was deemed necessary to limit the scope of this exploratory investigation in three ways: 1) select rural rather than urban communities, 2) focus on one institution only, the school system, and 3) identify only two or three communities for study in each country.

Existing Literature

There is extensive literature dealing with the adoption process in agriculture and a limited amount in education. The adoption of an approved practice in agriculture tends to be decision-making by an individual (the farmer) or a small group (the farm family); the adoption of an approved practice in education tends to be decision-making at the community level or higher (the local school district, the county education authority, etc.).

Rogers and Shoemaker (1971) provided a most exhaustive cross cultural report on adoption in agriculture. There is nothing comparable for education. Even in the studies summarized by Rogers and Shoemaker, few are truly comparative in which identical questions and data sources are used across cultures. Descriptions of educational innovation in several European countries have been published by the Organization for Economic Cooperation and Development. (Anne Corbett, 1971) Such books as Rothman's Planning and Organizing for Social Change (1974) and Hornstein and others' Social Intervention A Behavioral Science Approach (1971) are helpful in pointing out what has been done to-date.

Selection of the Countries and the Sample Communities

The selection of the two countries with which to compare Wisconsin data was arbitrary. It was decided to select one from among countries where English was the national language and where the cultural difference was not extreme. The other selection was quite the opposite, a country where both language and culture were decidedly different. England was chosen for the first, and Taiwan the second.

With the purpose of the investigation focusing on the process of change (educational improvement) the choice of rural communities needed to be from

among those which had recently adopted innovative programs at the system level. The selection in Wisconsin was based on the result of interviews with authorities in positions of overview or observation of a large number of school districts. From the small number of "most innovative" school districts identified those chosen for study were ones which had most recently installed a system-wide educational innovation. The same process was used in England and Taiwan but the level of authority interviewed showed some variation because of political system differences. The authorities interviewed in the three settings were:

Wisconsin - State Department of Education, Cooperative Educational Service Agency, University of Wisconsin Research and Development Center

England - Ministry of Education, County Education Director

Taiwan - Ministry of Education of the Republic of China, Ministry of Education of the Province of Taiwan, National Taiwan University

The validity of the selection was tested in each instance by field interview at the community level.

In Wisconsin the three communities chosen were in Dane, Grant and LaCrosse counties; in England the three were in Cumberland and Yorkshire; in Taiwan they were in the west central part of the Province.

Persons Contributing Data

Interviews were conducted with administrative, supervisory and teacher personnel, with a random sample of parents who had children in school, and with five selected community leaders in each rural community. The community leaders were chosen by the role position held in the community. The roles selected were established by interview with personnel in state or national educational leadership positions who were asked to list those at the community level outside

of the schools whose role had the most influence on school system changes. This resulted in different role selections in the three countries, for example, the president of the Farmer's Association was one selected in Taiwan, the president of the PTA in Wisconsin and the president of the Woman's Institute in England.

Five open-end questions about the specific innovation adopted were asked in the three countries. These questions were identical. They were followed by two questions seeking objective detail. The first dealt with the extent of responsibility taken by each of a number of persons or group of persons, by role, at each stage of the improvement process. These stages as noted in Figure 1 were research, development, diffusion and adoption. The persons or groups having possible responsibility were not alike across cultures. Their selection was achieved through the process of literature search and interview with state and national leaders in education in each country. Listed below are the persons or groups in each country about whom a response was sought.

	Wisconsin	England	Taiwan
1.	Community	Community	Community
2.	District Administrator	County Director	
3.	Parents	Parents	
4.	Principals	Headmaster	Principals
5.	School Board	School Managers	
6.	State Dept. of Education		Provincial Supervisor
7.	Students (Individual or Council)		
8.	Teachers	Teachers	Teachers
9.	Teacher Training Institute		Teacher's College

	Wisconsin	England	Taiwan
10.	U.S. Office of Education	Dept. of Education and Science	
11.		School Architect	
12.		County Education Staff	
13.			Dean of Instruction
14.			Parent Association
15.			School Investigator
16.			Supervisory Team
17.			Township Government

It was noted that there was comparability between Wisconsin and England on seven roles, between Wisconsin and Taiwan on five roles, and between England and Taiwan on three roles.

The second question requiring extensive objective detail sought information on the amount of influence each of the selected persons or groups had in determining educational matters in the school.

For the question dealing with responsibility, the respondents were provided with 10 units for each of eight sub-questions. These 10 units were to be distributed as he saw fit among the persons or groups, i.e.: if all responsibilities for the adoption was taken by the teachers they would get the full 10 units, if one-tenth was taken by teachers, they would get one unit and the other nine units would go to others, etc. If the respondent did not know who or which group was responsible for the specific sub-question he was asked to cross the choices from the list.

For the question dealing with influence each respondent marked on a scale with a range of from zero to four, the zero indicated no influence and four

indicated a great deal of influence. Several individuals or groups in addition to those listed in the responsibility question were necessary. They included curriculum coordinator, teachers' association and weekly newspapers in Wisconsin, county education staff, teachers' association and teacher training institutions in England, and Provincial Department of Education, Township Peoples' Assembly, county supervisor and In-Service Training Center in Taiwan.

Field Interviews

The field interviews were conducted by University of Wisconsin graduate students and the author in Wisconsin by the author in England, and by National Taiwan University graduate students accompanied by the author in Taiwan. The interviewing in Taiwan in either Taiwanese or Manderin was accomplished through an arrangement that proved feasible. By means of advance planning with National Taiwan University, the author agreed to lead a graduate seminar on social change for English speaking graduate students in exchange for the student's help in conducting interviews on a research project dealing with social change. All 12 students in the seminar spoke Taiwanese, and English and several spoke Manderin as well. Field work was thus accomplished during trips to the communities by the author and two, three, or four graduate students. This began after six weeks of class and at a time when communication between researcher and students had achieved a high level of validity. At all times in the field, if the interviewers had questions or concerns, they could be dealt with at once and the potential for incorrect interpretation was minimal.

Methodological Contributions of the Study

Four practices developed in gathering the data proved effective across cultures. 1) It is possible to obtain from educational authorities a list of

innovative schools from which final selections can be made through field interview. Only in England were two suggested schools inappropriate for the investigation. They were then eliminated and others from the suggested list were chosen to replace them. 2) Review of the literature on educational change and interviews with authorities in each country leads to censensus on the rural community leaders (other than educators) who have the most influence on change related to school systems. 3) Selecting a random sample of parents for interview and having them scheduled for interview by the headmaster or Principal was most easily accomplished in Taiwan. All of those selected in Taiwan came to the school for the interview (to them it was an honor to be scientifically selected). It was also effective in England. For two home interviews there was no contact after three calls so alternates were chosen. In the U.S. the situation was similar to that in England. 4) The use of graduate student interviewers in exchange for teaching a class is an excellent arrangement for an American researcher in a non-English speaking country where there is a language barrier.

Substantive Contributions of the Study

Two substantive contributions are made in this investigation. First, the Model for Educational Improvement can be used across cultures as a backdrop for interview when investigating the process of educational change. Second, comparative data identifying those who are most responsible for selected school changes and who most influences school change were made available for three countries and provided a base to which other such data can be related.

Potential Weaknesses of the Study

Even when comparisons are made across cultures on the basis of very similar interview questions there is a problem of cultural validity. Note

later in this paper that the numbers of teachers who admit they "don't know" who was responsible for change could be a result of a cultural willingness to admit lack of knowledge in one country (U.S.) and a concern for "face," thus answering nearly every item in the other (Taiwan).

Using selected school systems with recognized innovativeness limits the generalizability of the comparisons to a small segment of the total numbers of school systems in the three countries. In addition the nature of the selection made unrealistic the use of sophisticated statistical tools to label the extent of the differences noted. As is, the comparisons are descriptive, more suggestive than conclusive.

Data

The data reported from each community were the perceptions of those involved in varying degrees with the process of the change that brought the adoption of a major innovation to the school system. Those groups from whom data were gathered were the school system elementary school teachers in Wisconsin, England and Taiwan who were directly involved with the innovations once established, a random sample of parents of the children in the elementary school systems in Wisconsin, England and Taiwan, and a selected group of five community leaders in the school systems in Wisconsin, England and Taiwan.

The innovations adopted by the sample systems in each country were as follows: Wisconsin - 1) open classroom, 2) open classroom 3) non-graded school. England - 1) open plan 2) open plan 3) elimination of a single reading scheme and replacement with a wide selection of materials. Taiwan - 1) change from special teachers to self-contained classrooms in the lower grades 2) incorporation of special interest areas into what was a traditional "three R's" program. There

were some siliarities among the innovations in the three countries. They were alike in the extensiveness to which they permeated the system and their recent adoption. The process of adoption was more important to the design of the study than was the nature of the innovation.

The open-end questions asking about the process were the same in all countries and the responses were examined to determine the extent to which they coincided with the improvement process identified in Figure 1.

The data on responsibility and influence were described numerically in proportions and scaled values.

Results

Taiwan and England Responses Fit the Improvement Model

It was possible to clearly identify and compare respondent statements gathered in England and Taiwan with the key ingredients of the Improvement Model. Table 1 summarized the responses as to whether or not the innovative input came from internal or external sources and references in the responses to each of the four adoption stages identified in the Model - research, development, diffusion and adoption. In addition the number of "I don't know" responses given to the five questions were included.

The five open-end questions which were the source of Table 1 data are these:

1. In your judgment, how did the adoption of the "open plan" take place?
2. What was it that got this community to make this improvement?
3. Where did the idea for this improvement begin?
4. What work and planning went on before it was decided to make this improvement?
5. Who worked on getting the improvement established?

The above questions were for England School #2. Variations in questions were made only to identify the innovation as noted in question "1" above.

Table 1. Teacher, Parent and Community Leader Responses in Taiwan and England That Indicated a Close Relationship to the Improvement Model Developed in Wisconsin

		Input		Number of times this stage was identified (Five open-end questions asked)				
Community	N	Internal	External	Research	Development	Diffusions	Adoption	Number of "Don't Know"*
Taiwan #1	16	13	3	1	5	4	11	17(1)
Taiwan #2	18	2	9	2	7	13	7	25(2)
England #1	19	6	17	10	10	9	12	29(3)
England #2	21	2	23	7	17	17	13	16(4)
England #3	21	6	16	11	11	15	15	22(5)

1 = 11 were Parent and 4 Community leader responses. The balance were teacher responses

2 = 15 were Parent responses

3 = 13 were Parent and 10 Community leader responses

4 = 5 were Parent and 6 Community leader responses

5 = 14 were Parent and 1 Community leader response

* Each respondent had a minimum of five "I don't know" responses which could be made and an equal opportunity to mention items which could be catagorized into each of the four stages. In reality most respondents who said "I don't know" continued talking and referred to adoption stages in their continuing response. For Taiwan #1 if all parents, leaders, and teachers had said "I don't know" to all questions there would have been a minimum of 5 x 16 or 80 such responses. The highest proportion of "I don't now" responses was for England #1 where they were 28 percent of the minimum possible.

All ingredients of the Improvement Model were identified in responses from Taiwan and England. It was noted in Table 1 that only for Taiwan #1 did internal input exceed external input in the response pattern. Later questioning established the validity of this variation. In this instance there was a very severe educational problem that was recognized locally. In nearly all instances the lower grade teachers and the principal were identified as being involved in seeking and bringing the alternatives for change to the school. For the other Taiwan schools the Provincial level was most often identified. In England it was usually the County Education Authority or the Ministry*and in a few instances respondents believed the external input came from the U.S.

The research stage of the improvement process was mentioned rarely by Taiwan respondents. In the other catagories (development, diffusion, adoption) there was about as much variation within each country as there was between them.

In Taiwan and England parents and community leaders were much more likely than teachers to say "I don't know" when responding to a question.

Of further interest was that Taiwan #1 with a high level of "internal input" had only two teacher responses of "don't know," while Taiwan #2 with a high level of external input had 10 such "I don't know" responses from teachers.

Comparative Extent of "I Don't Know" Responses

Table 2 is a comparison of teacher responses to the eight questions asked about the research, development and diffusion stages of adoption. Data were summarized in terms of the numbers of teachers in each country who indicated that they did not know the answer to the questions. It was not the initial intent of this investigation to report these data but the great variation which appeared among countries was noted.

*This may have been a generalization that The School's Council and The National Council for Educational Technology is part of the Ministry of Education and Science.

Table 2. Summary of the Percent of "I Don't Know" Responses Given by Teachers When Questioned About Who Was Responsible for the Three Stages of the Adoption Process of an Innovation in Their Own School System

Items Related to:	Wisconsin	England	Taiwan
Research			
1. Who analyzed school needs and problems as a basis for considering this improvement?	45%	20%	0%
2. Who participated in investigating this specific improvement and alternatives?			
6. Who evaluated or planned evaluation of the improvement?			
Development			
4. Who modified elements of the established program to facilitate the operation of the improvements?	47%	14%	1%
5. Who took responsibility for solving staffing programs?			
8. Who modified the improvement to make it work better in the classroom?			
Diffusion			
3. Who arranged for training teachers in installing and using the improvement?	48%	30%	5%
7. Who worked with outside consultants in exploring and introducing the improvement?			
All Items	46%	21%	2%

No statistical tool is necessary to conclude that these differences are great. In the Taiwan sample there was no teacher who did not know who had the responsibilities to analyze needs, to investigate the improvement and to plan the evaluation of the innovation. In Wisconsin nearly one-half of the teachers didn't know and in England 20 percent didn't know. In the summary of "don't know" responses for all items the "don't knows" were forty-six percent for

Wisconsin teachers, twenty-one percent for England and two percent for Taiwan.

The reasons for this discrepancy may be varied and need further study. Questions that should be answered are these: 1) Does the more centralized administrative system in England and particularly in Taiwan lead to an assumptive response that some one "up there" is responsible while in Wisconsin's more decentralized system the teacher really doesn't know? Is the Wisconsin teacher more willing to admit lack of knowledge of the improvement process whereas the Taiwan teacher believes response is necessary even if the process is not known? (The English teachers fall in between these extremes lending credence to a positive answer to the above question) Are the classroom teachers in Wisconsin left out of the school improvement process to a much greater extent than teachers in Taiwan and England, or is decentralized educational planning in Wisconsin a myth, or does decentralized planning limit knowledge of process?

Comparative Extent of Responsibility for Educational Improvement

The extent of responsibility taken for each of eight parts of the improvement process was identified by the parent and community leader respondents. The total extent of that responsibility was made equal to ten units. Each of the individuals or groups was assigned a proportion of that ten by the respondent. Comparisons were possible only when there was comparability across cultures. The relative responsibilities taken by parents, teachers, principal, community and state in the Wisconsin and England cultures as judged by parents and community leaders was possible. Table 3 summarized these responses in rank order by country. It was not possible to compare these data with the responses of Taiwan parents and community leaders because of the high proportion of "don't know" responses they exhibited. It was noted earlier that Taiwan teachers gave very few "don't know" responses. These two findings indicate extensive involvement by staff and limited involvement by parents and leaders.

Table 3. Rank Order of Individuals or Groups in the Responsibility Taken in Carrying Out Selected Aspects of the Educational Improvement Process as Ranked by Parents, Community Leaders, Teachers and Administrators

In all parts of this table two codes are used: ------ and *

Individuals and groups above the dotted line------ were assigned 10 percent or more of the responsibilities.

An * preceding any item near the end of the ranking indicates Zero responsibility was assigned to that person or group.

Part 1. Question 1. Who analyzed school needs and problems as a basis for considering this improvement?

Wisconsin

Parents	Community Leaders	Teachers	Administrators
School Board	District Administrator		
District Administrator	School Board		
Principal	Principal		
Teachers	Teachers		
State Dept. of Ed.	Community		
Community	Teacher Training Inst.		
USOE	USOE		
Parents	Parents		
*Teacher Training Inst.	State Dept. of Ed.		

England

Headmaster	Headmaster	County Director	County Director
County Director	County Director	Headmaster	Headmaster
Teachers	Teachers	Teachers	Dept. of Ed.& Sci.
School Managers	Dept. of Ed. & Science	Dept. of Ed. & Sci.	Teachers
Dept. of Ed. & Science	School Managers	School Managers	School Managers
*Parents	*Parents	*Parents	*Parents
*Community	*Community	*Community	*Community

Taiwan

		Principal	Principal
		Teachers	Dean of Instr.
		Dean of Instr.	Teachers
		Community Tchrs College	Teachers College
		*Province	*Community
			*Province

Part II. Question 2. Who participated in investigating this specific improvement and alternatives?

Wisconsin

Parents	Community Leaders	Teachers	Administrators
School Board	District Administrator		
District Administrator	School Board		
Principal	Principal		
State Dept. of Ed.	Teachers		
Community	Community		
Teachers	St. Dept. of Ed.		
Parents	Parents		
USOE	*Teacher Training Inst.		
Teacher Training Inst.	*USOE		

England

Dept. of Ed. & Science	Headmaster	Headmaster	Headmaster
County Director	Teachers	Teachers	County Director
Community	County Director	County Director	School Managers
Headmaster	School Managers	School Managers	Teachers
School Managers	Dept. of Ed. & Science	Dept. of Ed. & Science	*Community
Teachers	*Community	*Community	*Parents
*Parents	*Parents	*Parents	*Dept. of Ed. & Science

Taiwan

		Principal	Principal
		Teachers	Dean of Instr.
		Dean of Instruction	Teachers
		Teachers College	Teachers College
		Community	Community

Part III. Question 3. Who arranged for training teachers in installing and using the improvement?

Wisconsin

Parents	Community Leaders	Teachers	Administrators
District Administrator	District Administrator		
Teacher Training Inst.	Principal		
School Board	Teacher Training Inst.		
Principal	State Dept. of Ed.		
State Dept. of Ed.	School Board		
Teachers	Teachers		
USOE	USOE		
Teachers	Community		
Community	*Parents		
*Parents			

England

County Director	Headmaster	Headmaster	Headmaster
Office of Ed. & Science	County Director	Teachers	Teachers
Headmaster	School Managers	County Director	School Managers
School Managers	Office of Ed. & Science	Office of Ed. & Science	County Director
*Teachers	*Community	School Managers	*Office of Ed. & Science
*Community	*Parents	*Community	*Community
*Parents	*Teachers	*Parents	*Parents

Taiwan

	Principal	Principal
	Dean of Instr.	Dean of Instr.
	Teachers	Community
	Teachers College	Teachers Colleges
	Province	Province
	*Community	*Teachers

Part IV. Question 4. Who modified elements of the established program to facilitate the operation of the improvements?

Wisconsin

Parents	Community Leaders	Teachers	Administrators
District Administrator	District Administrator		
Principal	Teachers		
School Board	Principal		
Teachers	School Board		
Teacher Training Inst.	Teacher Training Inst.		
Community	Community		
USOE	USOE		
Parents	State Dept. of Ed.		
State Dept. of Ed.	Parents		

England

Headmaster	Headmaster	Headmaster	Teachers
County Director	Teachers	Teachers	Headmaster
Teachers	School Managers	County Director	*County Director
Dept. of Ed. & Science	Dept. of Ed. & Science	*School Managers	*School Managers
School Managers	County Director	*Dept. of Ed. & Science	*Dept. of Ed. & Science
Parents	*Parents	*Parents	*Parents
*Community	*Community	*Community	*Community

Taiwan

	Principal	Principal
	Teachers	Dean of Instr.
	Dean of Instr.	Teachers
	Teachers College	Teachers College
	Community	*Community
	*Province	*Province

Part V. Question 5. Who took responsibility for solving staffing programs?

Wisconsin

Parents	Community Leaders	Teachers	Administrators
Principal	District Administrator		
School Board	Principal		
District Administrator	School Board		
Teachers	Teachers		
Community	Teacher Training Inst.		
State Dept. of Ed.	State Dept. of Ed.		
Teacher Training Inst.	*Community		
Parents	*Parents		
USOE	*USOE		

England

Headmaster	Headmaster	Headmaster	Headmaster
School Managers	County Director	County Director	County Director
Dept. of Ed. & Science	School Managers	Teachers	Teachers
*Teachers	*Dept. of Ed. & Science	*School Managers	*School Managers
*County Director	*Teachers	*Dept. of Ed. & Science	*Dept. of Ed. & Science
*Parents	*Parents	*Parents	*Parents

Taiwan

	Principal	Principal
	Dean of Inst.	Dean of Inst.
	Teachers	Teachers
	Teachers College	Teachers College
	Community	Province
	*Province	*Community

Part VI. Question 6. Who evaluated or planned evaluation of the improvement?

Wisconsin

Parents	Community Leaders	Teachers	Administrators
District Administrator	District Administrator		
Principal	School Board		
School Board	Principal		
Teachers	Teachers		
State Dept. of Ed.	Parents		
Community	Community		
Parents	State Dept. of Ed.		
USOE	Teacher Training Inst.		
Teacher Training Inst.	USOE		

England

Headmaster	Headmaster	Teachers	Headmaster
School Managers	County Director	Headmaster	Teachers
County Director	Dept. of Ed. & Science	Dept. of Ed. & Science	Dept. of Ed. & Science
Teachers	Teachers	County	School Managers
Dept. of Ed. & Science	*School Managers	*School Managers	*County Director
Parents	*Parents	*Parents	*Parents
*Community	*Community	*Community	*Community

Taiwan

		Principal	Dean of Instr.
		Dean of Instr.	Principal
		Teachers	Teachers
		Teachers College	Province
		Province	Teachers College
		Community	*Community

Part VII. Question 7. Who worked with outside consultants in exploring and introducing the improvement?

Wisconsin

Parents	Community Leaders	Teachers	Administrators
School Board	District Administrator		
Principal	Principal		
Teacher	School Board		
District Administrator	Teachers		
Teacher Training Inst.	Community		
Community	State Dept. of Ed.		
State Dept. of Ed.	USOE		
Parents	*Parents		
USOE	*Teacher Training Inst.		

England

Headmaster	Headmaster	Headmaster	Headmaster
School Managers	Teachers	Teachers	Teachers
Teachers	County Director	County Director	County Director
County Director	School Managers	Dept. of Ed. & Science	Dept. of Ed. & Science
Dept. of Ed. & Science	Dept. of Ed. & Science	*School Managers	*School Managers
Parents	*Parents	*Parents	*Parents
*Community	*Community	*Community	*Community

Taiwan

	Principal	Principal
	Teachers	Teachers
	Dean of Instr.	Teachers College
	Teachers College	Dean of Instr.
	*Community	Community
	*Province	*Province

Part VIII. Question 8. Who modified the improvement to make it work better in the classroom?

Wisconsin

Parents	Community Leaders	Teachers	Administrators
Teachers	Teachers		
District Administrator	Principal		
Principal	District Administrator		
School Board	School Board		
Teacher Training Inst.	Teacher Training Inst.		
Parents	State Dept. of Ed.		
Community	Parents		
State Dept. of Ed.	USOE		
*USOE	Community		

England

Headmaster	Headmaster	Teachers	Teachers
Teachers	Teachers	Headmaster	Headmaster
School Managers	Dept. of Ed. & Science	*School Managers	*School Managers
County Director	*School Managers	*County Director	*County Director
Dept. of Ed. & Science	*County Director	*Parents	*Parents
Parents	*Parents	*Dept. of Ed. & Science	*Dept. of Ed. & Science
*Community	*Community	*Community	*Community

Taiwan

Principal	Principal
Teachers	Dean of Instr.
Dean of Instr.	Teachers
Teachers College	Community
*Community	*Teachers College
*Province	*Province

Following are selected agreements and variations across cultures which were noted in the ranked responses in Table 3.

Question #1 Analyzing Needs

	Parents and Leaders Responses Between Wisconsin and England	Teachers and Administrator Responses Between England and Taiwan
Agreements	a) Administrators were highly ranked. b) Parents rank low.	a) Teachers and administrators were highly ranked. b) Community ranked low.
Differences	a) Teachers were more highly rated in England. b) Wisconsin School Board was ranked higher than School Managers.	a) No major differences (None)

Question #2 Participating in investigating the improvement:

Agreements	a) Very similar rankings throughout.	a) Headmasters and Principals had the highest rank in both countries.
Differences	None	a) Taiwan administrators gave teachers a higher ranking.

Question #3 Arranging for installation and use:

Agreements	a) Administrators were highly ranked.	a) Headmasters and principals had the highest rank in both countries.
Differences	a) Teachers assigned no responsibility in England. b) Teacher training institutions rated high in Wisconsin. c) Office of Education and Science given higher ranking than USOE.	a) Teachers given higher ranking in England. b) Administrator in Taiwan gave administrator a higher rank.

Question #4 Modified the program

Agreements	a) Teachers highly ranked	a) Headmaster and principal higher ranked. b) Community ranked low in both
Differences	a) School Board ranked higher than School Managers. b) Headmaster ranked higher than Principals. c) Department of Education and Science ranked higher than USOE. d) No one ranked the Community in England.	a) Teacher ranking of teachers was lower in England.

	Parents and Leaders Responses Between Wisconsin and England	Teachers and Administrators Between England and Taiwan
Question #5 Solving staffing problems		
Agreements	a) Principals and Headmaster both highly ranked. b) Both USOE and Department of Education and Science ranked low.	a) Teachers ranked alike. b) Headmasters and Principals both highly ranked.
Differences	a) School Board ranked higher than School Managers. b) Teachers ranked by no one in England.	a) None
Question #6 Evaluation of the improvement		
Agreements	a) School Board and School Managers receive high rank from parents.	a) Headmasters and Principals were highly ranked.
Differences	a) Teachers were ranked higher in Wisconsin. b) School Board was ranked higher than School Managers by Leaders. c) Headmasters received higher rank than Principals.	a) Teachers were ranked higher in England.
Question #7 Worked with outside consultants		
Agreements	a) School Boards and School Managers were ranked high by parents. b) Teachers received very similar rankings.	a) Headmaster and Principals had equal ranking. b) No ranking given to Community in either country.
Differences	a) Headmaster was ranked higher than the Principal. b) The Community was given no ranking in England	a) None
Question #8 Modified the improvement		
Agreements	a) Parents assigned responsibility over a broad spectrum	a) None
Differences	a) Teachers ranked highest in Wisconsin and Headmasters in England. b) Leaders in Wisconsin assigned responsibility more broadly. c) District Administrators ranked higher than County Directors.	a) Teachers and Headmasters were the only ones assigned responsibilty in England. b) Teachers were ranked first in England and Principals in Taiwan.

Comparative Influence on Education Matters Assigned by Parents, Community Leaders and Teachers - Wisconsin, England and Taiwan.

A list of selected individuals or groups, judged by authorities as having an influence on education, was provided parents and leaders in the communities being investigated. Each respondent was asked to rate the influence on educational matters of the individuals or groups on the list. Each respondent was to assign an influence score of from zero for no influence, to four, for a great deal of influence to each individual or group.

Table 4 summarized these data. No data were placed in certain locations in the table. There were three reasons for this. One was that there was no comparable individual or group with that role in the country. In this instance a ----- was inserted in the table. In the second, and more important was that that particular individual or group was identified by the authorities and the literature as having little or no influence on education in that country. Where that occurs in Table 4 the code "o" was inserted. For example, both provincial and university authorities in Taiwan indicated that parents do not have any influence on educational matters and thus should not be listed in the questionnaire. This was verified in the responses to open-end questions in both the parent and local leader interviews. Third, for Wisconsin, under Mean Teacher Score an asterisk is placed in five locations. These are being verified and will be added later.

Below is a summary of the major agreements and differences in influence ratings by parents leaders and teachers in Wisconsin, England and Taiwan as were noted in Table 4.

Agreements:

The Curriculum Coordinator in Wisconsin and Dean of Instruction in Taiwan had similar ratings.

Both Wisconsin and England gave high influence ratings to administrators.

Teacher's Associations were rated as having relatively low influence in Wisconsin and England and no influence in Taiwan.

Differences:

The influence of Community was rated higher in the U.S. than in Taiwan and both rated the Community higher than do respondents in England.

Wisconsin ratings of Parents were higher than in England and Taiwan.

Principals in Wisconsin were rated lower than were those in England and Taiwan.

Wisconsin School Boards received a higher influence rating than did School Managers in England.

The Taiwan Provincial Department of Education had a higher influence rating than the State Department of Education in Wisconsin.

Teacher influence ratings were higher in England and Taiwan than in Wisconsin.

There was a great variation among the raters on the teacher training institutions' influence in all three countries.

The Department of Education and Science in England had a higher influence rating than did the USOE in Wisconsin.

The data in Table 4 also showed that the most consistent high mean influence ratings in Wisconsin were given to Administrators, in England to the Headmaster and Teachers, and in Taiwan to the Principal, and the Provincial Department of Education. In these cases the mean rating for all three rating groups was above three points on the zero to four scale.

The lowest mean influence ratings in Wisconsin were given to Teachers' Associations, Teacher Training Institutions and the U.S.O.E., in England the lowest ratings were given to the Community, Parents, School Managers, Teachers' Associations and Teacher Training Institutions, in Taiwan the lowest ratings were given to the Community, Parents, Teachers' Associations, and the National Government.

Table 4. Comparative Influence on Educational Matters Assigned by Parents, Community Leaders and Teachers to Individuals or Groups in the Communities of Wisconsin, England and Taiwan

Category	Mean Parent Score			Mean Community Leader Score			Mean Teacher Score		
	Wis.	England	Taiwan	Wis.	England	Taiwan	Wisc..	England	Taiwan
1. Community	2.4	1.8	2.6	2.0	1.1	1.1	1.7	.91	1.10
2. Curriculum Co-ordinator, Dean of Instruction	2.4	---	3.3	3.1	---	3.0	1.8	---	1.83
3. Dist. Administrator, County Dir.	2.9	3.3	---	3.5	2.7	---	3.3	2.32	---
4. Parents	2.2	2.0	"o"	2.0	1.4	"o"	*	.90	"o"
5. Principal Headmaster Principal	2.9	3.9	3.8	2.9	3.5	3.8	2.2	3.11	3.50
6. School Board School Managers	3.3	2.6	---	2.8	1.9	---	2.5	.66	---
7. State Dept. of Public Instr., Provincial Dept. of Education	2.3	---	3.2	2.8	---	3.7	*	---	2.99
8. Teachers	2.2	3.2	3.2	2.4	2.8	2.4	2.2	3.48	2.73
9. Teachers Assn. (Unions), Teachers Professional Org.	1.9	2.3	"o"	1.3	1.7	"o"	*	.91	"o"
10. Teachers Training Institutions, Teachers Colleges	1.6	2.4	1.3	1.8	1.7	3.1	*	.69	2.77
11. U.S. Office of Ed. Dept. of Ed. & Sci.	1.8	3.1	"o"	1.8	2.1	"o"	*	1.42	"o"

--- Not comparable "o" = no influence *Data to be added later

Discussion of Major Findings

The Improvement Model designed on the basis of observation and analysis of the process by which innovations were adopted in Wisconsin was a viable guide to be used in the examination of the adoption process in England and Taiwan. Under a broad variety of cultural differences the process which included research, development, diffusion and adoption was much the same. The source of innovative ideas for change come from both outside and inside the local system with the classic example coming from the two communities in Taiwan, a Province with a high degree of provincial control. In one Taiwan community the internal source of innovation was more completely recognized than in any of the other communities.

Wisconsin, England and Taiwan did differ markedly in the extent to which certain persons or groups were identified as being responsible for selected stages of the adoption process. In summarizing those identified by parents and leaders in Wisconsin and England as having over ten percent of the responsibilities (Table 3) it was noted that the major differences in responsibility were between principals (26 percent) and headmasters (40 percent) and between School Boards (24 percent) and School Managers (8 percent). Between England and Taiwan the major differences identified by teachers and administrators were for those other than headmasters (principals in Taiwan) and teachers. In this comparison twenty-four percent of the respondents in Taiwan believed the Dean of Instruction responsible. There was no such role in England. And in England fourteen percent believed the County Director responsible. There is so such role in Taiwan.

For those who are judged as having the greatest influence on educational matters there were many variations among the three countries. Although

there are similarities such as the low rating for teachers' associations, the differences were easily identified. They included persons or groups whose role is clearly related to both the political system and the cultural expectation among countries. Differences were greatest in the rating of the influence of community, parents and school boards with Wisconsin highest, in the rating of principal and state with Taiwan highest, and in the rating of teachers and national level office with England highest.

Respondents who indicated they didn't know who was responsible for selected stages of the adoption process varied by country. Among teachers, Wisconsin had the most "I don't know" responses. Among parents and community leaders Taiwan had the most "I don't know" responses.

The above findings as they are examined in relation to cultural differences raise more questions than this study ever proposed to resolve. The Model for Educational Improvement has proved viable across cultures. With that in hand it will be possible to pursue answers to the other questions with more assurance than previously supposed.

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